Debate

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **5-6 Weeks**
Status: **Published**

BRIEF SUMMARY OF UNIT

FOCUS: "It is better to debate a question without settling it than to settle a question without debating it." Joseph Joubert

Summary: This unit centers on the importance of effective communication in organized communication, persuasion, rhetoric, and argument. The students will understand the importance of debating and questioning their peers in a respectable and constructive format. Students will actively engage in both large and small collaborative discussions that enhance critical thinking of various perspectives to an argument. Students will develop academic research skills for arguments, cross-examinations, concessions, counter-arguments, rebuttals, and summations. Students may complete a Lincoln Douglas Value Debate, Congressional Debate, and/or Public Forum Policy Debate. This unit will consist of a competitive speech event which provides an opportunity for students to rehearse various speaking techniques to engage, motivate, and/or persuade an audience. Personalized Learning allows students to self reflect and assess their own listening and speaking skills using the development and competition of a electronic porfolio. Students will understand that developing debating skills increases self-confidence, facilitates innovation, and develops leadership.

Interdisciplinary Connections and Career Readiness: This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: June 2023

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

Information Literacy: This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital

library resources; the economic, legal, social, and ethical issues surrounding the use of information.

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions/Enduring Understandings

- How does understanding harms, inherency, solvency, and significance assist with winning a debate?
- How does a team work collaboratively on an argument?
- How does one construct an argument?
- How does a debate flow or progress?
- How does one write a counterargument?
- How does one write extemporaneous cross-examination questions during a debate?
- How does presentation (speaking tone/enunciation/carriage/confidence) influence an intended audience?
- What communication skills do I need to develop to participate in a cooperative group?
- What different roles are often found in groups?
- Why is citing reliable evidence to support a claim necessary?
- Why should one understand the four main types of inherency?

Students will understand that . . .

- there are distinguishable claim(s) from alternate opposing claims from a debate or argument.
- effective delivery skills enhance the ideas the speaker wishes to communicate.
- strong and thorough textual evidence support analysis in order to convince a judge, or audience, of their position.
- evaluation of a performance strengthens a speaker’s development of his or her oral communication skills.
- speakers establish clear relationships among claim(s), counterclaims, reasons, and evidence.
- the logical development of ideas helps communicate information to an audience.
- communication challenges us to behave ethically.

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered two times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal
- Textual Analysis Reading Responses
- Dialectical Journal
- Rhetorical Precis
- SOAPSTone Analysis

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums
- Analytical and Expository Essay

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark Assessments, three times per year (grades 9-11)
- Advanced Placement tests (grades 11-12)
- NJGPA (grade 11)
- NJSLA (grade 9)
- PSAT (grades 10-11)
- SAT (grades 11-12)
- Final Exam
- IXL

Assessments particular to this unit of instruction:

- Draft a Bill or Resolution for Student Congress
- Complete a Constructive Argument for the Affirmative and/or Negative Case in a Lincoln Douglas Debate
- Create Constructive Arguments for a Policy or Public Forum Debate
- Create the three minute Student Congress Speech providing either Pros or Cons for a Resolution or Bill
- Create an Extemporaneous Rebuttal for a Lincoln Douglas Debate, Public Forum, or Policy Debate
- Create Cross Examination Questions for a Lincoln Douglas Debate or Public Forum Debate
- Evaluate a point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning, evidence and assessing the stance, links among ideas, points of emphasis, and tone.
- Group scenarios using various conflict-solution scenerios.

LEARNING PLAN

Instructional time will be dedicated to whole class text instruction, collaborative learning, and independent and personalized learning. The intent is for student-readers to have clear modelling through whole-class instruction. These strategies are practiced in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for grade 9-12; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text during the nineth through twelfth grade targets not only comprehension, but also analysis. Students will read both long-and short-form, exceprted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novel. Technique and terminology specific to a genre of reading is

examined. Research tasks are embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction will be chosen from the reading material.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through mini-lessons, holding students accountable for skills taught and practiced; modelling is done through mentor texts, both published and student-crafted. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multi-modal text sets will be used as materials. High-and low-stakes, timed and untimed pieces are all important.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized Learning allows students to self reflect and assess their own reading, writing, listening, viewing and speaking skills using the development and competition of a electronic porfolio, journal writing, writer's workbooks, independent reading, and/or book talks.

Students will be taught how to speak and listen in addition to being assessed on these skills.

Learning expectations in Forensics: Advanced Speech and Debate will demonstrate close and analytical reading to comprehend a range of increasingly complex literary and informational texts. The lessons and activities will produce effective and well-grounded writing for a range of purposes and audiences. The students will employ effective speaking and listening skills for a range of purposes and audiences, including persuasive, motivational, and informative. The presentations will include debatable categories, extemporaneous speeches, dramatic performances, and original oratory. The course will provide students active engagement in research /inquiry to investigate topics and to analyze, integrate, and present information.

This unit of study will focus on "Debate" and is centered on the quotation from Joseph Joubert, “It is better to debate a question without settling it than to settle a question without debating it.”

Teachers may create lessons with the additional Debate Styles: Student Congress, Policy Debate, Public Forum, Lincoln Doulgas Debate.

The students will actively engage in both large and small collaborative discussions and dialogues that enhance critical thinking and analysis of textual works. Students may complete analytical analysis, persuasive writing, synthesis essays, database research, and journal writing.

Students will participate in individual, partner and group activies including Literature Circles, Socratic

Discussions, Jigsaw Methods, Debates, Mock Congress, and other Cooperative Learning activities.

Speaking and Listening

- Construct an argument.
- Rehearse rebuttal arguments.
- Manage various problem-solution scenarios using elements of communication taught in class.
- Complete a Lincoln Douglas, Public Forum, Student Congress, and/ or Policy Debate.
- Complete a Socratic Seminar or a Fishbowl Discussion.

Reading

- Read and analyze political, social, and literary materials for a Socratic Discussion.
- Read and annotate resources for Public Forum, Policy Debate, Lincoln Douglas Debate, or Student Congress.
- Read and evaluate sources for a Socratic Discussion and Debate.
- Read materials on techniques for effective listening and speaking scenerios.
- Read materials regarding Problem Solving techniques and strategies.
- Read nonfiction selections and text sets around a controversial topic from Common Lit.

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

Instructional Materials

Common Reading:

Presidental Constructive Arguments including debate transcripts

Excerpts from various individual reading selections from Independent Classroom Libraries, Cranford High School and the Cranford Public Library

Excerpts from commonlit.org

Selections from Vital Speeches 1960-Present

NonFiction Text (Short, Long)

Library media databases including Facts on File, Ebsco, and Points of View

Historical and political speeches

Rhetoric in Antiquity by *Laurent Pernot*

Speech Boot Camp: Introduction to Public Speaking-- DVDs with E-book by *Andrew Pudewa*

Speech Boot Camp Teacher's Notes and Trainee Materials by *Andrew Pudewa*

The Argument Builder, Teacher's Edition by *Shelly Johnson*

The Art of Argument, Teacher's Edition, Revised

The Art of Argument: An Introduction to the Informal Fallacies, Student Text, Revised by *Dr. Aaron Larsen*

On Speaking Well by *Peggy Noonan*

Speaking in Public - Effectively: How to prepare, How to present, How to progress by *Richard Bewes*

Visual Text (Art, Photography, Infographic, Film)

Online website including youtube.com, Library of Congress, and other databases

Print media of Political Propaganda

Independent/Small Group Reading:

Act For Establishing Religious Freedom, Thomas Jefferson

Excerpts from Spirit of Laws, Charles-Louis de Secondat Montesquieu

Excerpts from various individual reading selections from independent classroom libraries, Cranford High School and Cranford Public Libraries

Online websites including youtube.com, Library of Congress, and other databases

Online excerpts from Commonlit.org

Speaking and Listening

Ted Talk 2010 Michael Sandel, The Lost Art of Democratic Debate

Models of online sources including nflonline.org

Models of Public Policy Debates from speechanddebate.org

Library of Congress transcripts and videos of debates

Historical and Presidental Libraries and Foundations

Writing (Narrative and Literary Analysis):

Student sample for modeling

Teacher-generated models of debate and congress formats

Research:

MLA Format online

Purdue Owl

Cranford Public Library Online Resources

JStor and other subscription databases

Strategies for Accommodation and Modification

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines

Adhere to all modifications and accommodations as prescribed in IEP and 504 plan.